

Comprehensive Progress Report

Mission: Whitnel Elementary School is committed to providing a well-rounded education within a safe and nurturing environment that promotes a passion for life-long learning and prepares students for success.

Whitnel will...

Vision: Be Present

Be Kind

Be Safe

Goals:

All students will be supported through the MTSS Framework.

45% of students, in grades 3-5, will be proficient on administration of EOG's.

Students' behavior will demonstrate knowledge and application of the WES School Expectation Plan: Be Kind; Be Present; Be Safe

All students will have access to high quality instructional materials, including but not limited to, technology hardware, online programs and other instructional supplies, that support learning.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		23-24 Current implementation is that we have set up MTSS for reading. This year we will add Math interventions as well.	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, Whitnel will have interventions for both math and reading and students will be monitored to determine which MTSS tier they should be in and which interventions work best to meet their needs.		Chad Smith	06/03/2024
Actions			0 of 1 (0%)		
	9/7/23	Create intervention groups for both math and reading.		Chad Smith	12/31/2023
<i>Notes:</i>					
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>In the 2022-2023 school year, we have implemented school-wide expectations for the classroom, hallway, restroom, cafeteria, playground, and bus. These have been incorporated into our "Be Present, Be Kind, Be Safe" motto. All teachers and classes have practiced and modeled the expectations and these are consistently reinforced and reminded. The school-wide expectations are posted in relevant areas throughout the building. We are also using the Zones of Regulation to check in each morning with students to gauge where each student is starting each day. The previous voice levels are integrated into the school-wide expectations also. Each expectation has a voice level tied to it. We are also implementing Social Thinking and will be training staff during faculty meetings.</p> <p>In the 2021-2022 school year, we have implemented school wide expectations for the classroom, hallway, restroom, cafeteria, playground, and bus. These have been incorporated into our "Be Present, Be Kind, Be Safe" motto. All teachers and classes have practiced and modeled the expectations and these are consistently reinforced and reminded. The school wide expectations are posted in relevant areas throughout the building. We are also using the Zones of</p>	Limited Development 10/29/2017		

Regulation to check in each morning with student to gage where each student is starting each day. The previous voice levels are integrated into the school wide expectations also. Each expectation has a voice level tied to it.

In 2020-2021 school year all students and teachers have been trained to use the Zones of Regulation (SEL). A tool kit has been provided by the counselor to each classroom so students can access tools they need to control feelings that could lead to negative behavior. This will help students regulate their feelings and provides them with aid to remedy the situation with managing emotions. Every morning an announcement is made that reinforces and reminds students of our "Be" statements... Be present. Be kind. Be safe. This encourages students to be respectful of their environment, peers, and teachers. All classroom teachers have their classroom expectations posted and review them frequently so those behaviors are taught. Voice level posters are visible throughout the building in the hallways, cafeteria, classrooms, and bathrooms. This reminds students of the voice level that is appropriate for that area. Part of the environment piece of WES non-negotiables, focuses on providing a visible daily schedule, and being proactive to prone behaviors during transition time. All classrooms have their daily schedule posted, and continue to provide students with behavior expectations before any transition time.

A school Expectation Team was established during the summer of 2017. This team is lead by the school's Assistant Principal. Five common behavior expectations have been established by the team, and all staff have received information about how these expectations should be demonstrated in the following areas of the school: classroom, hallways, cafeteria, restroom, media, playground and transportation (bus and car). Students have been taught and recognize a common "quiet" signal. On-going staff development is occurring to teach staff improved behavior management techniques.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:	When this objective is fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach the expected behaviors for students. The common expectation plan will visible in student conduct throughout the building and in classrooms. A reduction in the number of office referrals will be the result of the school expectation plan.		Christina Byerly	06/01/2024
Actions		8 of 9 (89%)		
10/29/17	Create an Expectation Team.	Complete 08/10/2017	Jessica Overmyer	08/03/2017
<i>Notes:</i> The Expectation Team was established during the summer and developed a School Expectation Plan.				
10/29/17	Develop School Expectations.	Complete 08/17/2017	Expectation Team	08/18/2017
<i>Notes:</i> Expectations are: Be Kind. Be Present. Be Safe. Be Healthy. Be Yourself.				
12/6/17	Develop a 3-5 hallway supervision schedule for the mornings	Complete 01/03/2018	Tara Hoyle	01/03/2018
<i>Notes:</i>				
12/6/17	Develop common playground boundaries, student expectations, and staff supervision guidelines.	Complete 03/07/2018	Expectation Team	02/07/2018
<i>Notes:</i>				
12/6/17	Purchase equipment to improve playground experiences for students.	Complete 04/04/2018	Kim Case	12/06/2018
<i>Notes:</i> 1/3/18: The swings have been ordered and should be installed in early spring. We will continue to work on the playground equipment.				
9/10/18	Staff will complete a year long PD around Conscious Discipline.	Complete 05/15/2019	All certified staff	05/15/2019
<i>Notes:</i>				
10/24/18	Grade level teachers will lead a "Leadership Learning Lab" time one time per week. This time will focus on developing leadership skills and other character education traits that support leadership.	Complete 06/12/2019	Tara Hoyle	06/12/2019

Notes: The goal of this time is to reinforce skills that will lead to more success in the classroom, therefore decreasing the number of students who participate. All grade levels may not participate every week based on numbers and behaviors from that week. Grade levels will discuss to determine how this will look in their grade level.

3/27/19 - The 5th Grade Leadership Lab has been somewhat effective. It has not happened in the past 4 to 6 weeks since staff have not been available to teach consistent lessons during a set time. Logistics need to be considered and the LL should be re-vamped but is worth continuing to pursue.

10/2/20 "Be" statements announced daily

Complete 06/30/2021

Chad Smith

06/14/2021

Notes: Be present. Be kind. Be safe.

10/29/17 Teach expected behaviors to students.

Classroom Teachers

06/01/2024

Notes:

Implementation:

02/17/2020

Evidence

6/10/2019

Experience

6/10/2019

Sustainability

6/10/2019

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Curriculum and instructional alignment

KEY

A2.04

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Implementation Status

Assigned To

Target Date

Initial Assessment:

23-24 Teachers have implemented Wit and Wisdom, Foundations, and Heggerty for reading. Teachers are using the Into Math Curriculum for this school year. Math teachers are attending professional development to assist in facilitating this transition. All teachers will meet monthly to review standards and collect data on students when they master each standard.

2021-2222 school year has Wit and Wisdom being used in all grade levels and Eureka Math. 5th grade has two content teachers that the students switch between. School wide we have two MTSS meetings each month to focus on discipline and academics. K-3 teachers will also be trained in using Foundations as their phonics program this year.

20-21 Teachers are utilizing the Wednesdays for PLC planning. Wit and Wisdom is being used in all grade levels. Eureka math is available for 5th grade and has been purchased for all grades. 4th and 5th grade are rotating subjects and collaborating on all curriculum taught.

Teachers are currently utilizing district curriculum maps to align with county and state benchmarks. The master schedule creates time for teachers to have common planning time to create units and lessons. Fifth grade teachers are using NC Check-Ins to help pace their curriculum. Teachers are provided subs for 1/2 day PLC meetings to collaborate with each other, instructional facilitator, and administration.

3/4/2020--Working to have Wit & Wisdom in all grade levels. Currently in place in grades 3 and 4 with plans to implement in grades 2 and 5 in year 20-21.

3/4/2020--Working to have Eureka Math in all grade levels. Currently in place for 5th grade with plans to expand to grades 3 and 4 in year 20-21.

Limited Development
12/13/2016

<p>How it will look when fully met:</p>	<p>When this goal is fully implemented, pacing guides will be used as the basis for well-designed units and lesson plans in all classrooms. Instructional plans will consider the vertical alignment and integration of subjects and will include common assessments for desired learning outcomes. A shared collection of instructional plans, using a common template, will be accessible by all teachers. Resources to support the units of instruction will be available to teachers. Student growth and increased proficiency in the subject area is an expected result of effective instructional planning.</p> <p>3/4/2020--This indicator will be fully met when all grades levels have implemented Wit & Wisdom and Eureka Math into daily instructional routines.</p>		<p>Chad Smith</p>	<p>07/01/2024</p>
<p>Actions</p>		<p>10 of 11 (91%)</p>		
<p>12/13/16</p>	<p>Grade Level Instructional Planning Professional Development Days K-5</p>	<p>Complete 06/11/2021</p>	<p>Kim Case</p>	<p>03/02/2017</p>
<p><i>Notes:</i> All professional development days for classroom teachers were completed.</p>				
<p>2/13/17</p>	<p>Devote professional development resources to grade level instructional planning.</p>	<p>Complete 04/05/2017</p>	<p>Kim Case</p>	<p>03/02/2017</p>
<p><i>Notes:</i> All teachers have been allotted Title One funds to use for the purchase of student resources in math and literacy. Orders are due March 6th.</p>				
<p>2/14/17</p>	<p>Determine the essential components of lesson planning to include in a common template for instructional plans.</p>	<p>Complete 02/13/2017</p>	<p>Tabitha Call</p>	<p>03/02/2017</p>
<p><i>Notes:</i> All classroom teachers completed instructional planning days to collaborate on a common template for lesson planning. This template was used to create a common lesson for each grade level.</p>				
<p>2/13/17</p>	<p>Align current CCS Pacing Guide to the 5th Grade Math NC Check-Ins.</p>	<p>Complete 05/03/2017</p>	<p>Meredith Belton</p>	<p>05/31/2017</p>
<p><i>Notes:</i> Whitnel Fifth Grade Math Pacing Guide</p> <p>School Year 2015-2016 (Sequence of Standards Taught Prior to Implementation of NC Check-ins)</p> <p>1st 9 Weeks 3rd 9 Weeks</p> <p>NBT.1 NF.1 NBT.2 NF.2 NBT.3 NF.3 NBT.4 NF.4 NBT.5 NF.5 NBT.6 NF.6</p>				

2nd 9 Weeks NF.7
NBT.7 4th 9 Weeks
OA.1 MD.1
OA.2 MD.2
OA.3 MD.3
MD.4
MD.5

School Year 2016-2017

(What is Assessed on NC Check-ins)

1st 9 Weeks 3rd 9 Weeks

NBT.1 NBT.7

NBT.2 NF.2

NBT.5 NF.4

NF.3 NF.6

MD.5 NF.7

2nd 9 Weeks 4th 9 Weeks

NBT.6 No NC Check-in – Cumulative EOG test

NBT.7

NF.1

NF.2

NF.3

(What's Not Directly Assessed on NC Check-ins)

OA.1 MD.1

OA.2 MD.2

OA.3 MD.3

MD.4

NBT.3

NBT.4 G.1

G.2

NF.5 G.3

G.4

Standards to Cover in 1st 9 Weeks Including Pre-requisites

NBT.1 NBT.6 (before NF.3)
NBT.2
NBT.5 + MD.1 (before MD.5)
MD.2
NF.3 MD.3
MD.4
MD.5

Standards to Cover in 2nd 9 Weeks Including Pre-requisites

NBT.6 NBT.3 (before NBT.6)
NBT.7 NBT.4
+
NF.1
NF.2
NF.3

Standards to Cover in 3rd 9 Weeks Including Pre-requisites

NBT.7 NF.5 (before NF.6)

NF.2 +
NF.4
NF.6
NF.7

Standards to Cover in 4th 9 Weeks

OA.1 G.1
OA.2 G.2 + Cumulative Review
OA.3 G.3
G.4

2/14/17 Schedule non-instructional time to analyze data to determine effectiveness of units.

Complete 06/06/2017

Chad Smith

06/16/2017

Notes: Fifth grade used NC CheckIn and aligned their math curriculum to NC CheckIn. Fifth Grade also used the Caldwell County Pacing Guide for Science Instruction. Second grade used common assessments for reading and aligned their reading instruction to the Caldwell County Pacing Guide. The Exceptional Children's department began using Unique Learning as a pre and post assessment tool monthly. It has not been fully implemented. This goal has been partially implemented and should be continued.

2/14/17	Develop a system, using Google for Educators, to facilitate the sharing of instructional plans among teachers.	Complete 10/11/2017	Zach Morrow	08/01/2017
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Notes: A cadre of teachers and staff are currently signed up for the Caldwell County Google for Educators course. Upon completion of the course, over 90% of the certified staff will be trained to use Google for Educators.

10/11/17	Create a specialized Academic Team to ensure that vertical alignment and common planning are occurring consistently.	Complete 08/28/2017	Kim Case	08/28/2017
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Notes: Academic Team was created prior to the start of the school year. The team will meet throughout the 2017-2018 school year. Academic Team planning will be reported to the SIT on a monthly basis.

10/11/17	Academic Team will report monthly to the SIT.	Complete 06/28/2019	Academic Team	06/08/2018
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Notes:

9/9/21	All K-3 teachers will be trained to use Foundations as their phonics program, and start implementation.	Complete 07/01/2023	Chad Smith	07/01/2023
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Notes:

9/12/22	All 3-5 teachers will implement the use of Lexia Reading and Zearn Math for the prescribed time for each grade level.	Complete 07/01/2023	Chad Smith	07/01/2023
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Notes:

9/7/23	All K-5 teachers will meet monthly to review standards and collect and analyze student data to determine if students are meeting the standards from the standard course of study for reading and math.		Christina Byerly	07/01/2024
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Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

22-23: All grade levels are continuing to use Wit and Wisdom and Eureka Math. K-2 also use the Geodes materials. Twice a month, teachers will meet by planning periods to review MTSS in regard to discipline one week and academics one week. The At - Risk team will continue to meet monthly to discuss behavior, attendance, mental health and academic issues of students. Each student will be monitored and reviewed each meeting on interventions that need to be in place. Lexia and Zearn will be used as an intervention.

21-22: All grade levels are continuing to use Wit and Wisdom and Eureka Math. K-2 also use the Geodes materials. Twice a month, teachers will meet by planning periods to review MTSS in regard to discipline one week and academics one week. The At - Risk team will continue to meet monthly to discuss behavior, attendance, mental health and academic issues of students. Each student will be monitored and reviewed each meeting on interventions that need to be in place. 3-5 will use ABC North Carolina EOG for ELA and Math to help supplement.

In addition to improve 5th grade science EOG scores, a torso model will be purchased to aid with instruction.

20-21: All grade levels are using Wit and Wisdom. Eureka math has been purchased for all grade levels, but not being implemented yet. Also, the At Risk team which includes all Student Support Services, and Administration meet weekly to review all students who have behavior, attendance, mental health, or academic issues. Each individual student has an assigned plan each week if intervention is required. Monthly PLC meet during planning times to discuss growth and data.

11/6/19 - Admin is no longer using ELEOT observations in favor of a walkthrough form for looking at classroom environment and instruction. Teachers are using data notebooks which are updated at regular intervals with data from the Instructional Facilitator and/or Admin. This year the master schedule includes additional planning time on Wednesday for classroom teachers. This coincides with the speech and resource teachers as well to allow them to participate as needed with grade levels. Teachers meet every two weeks with the IF to discuss trends in the data and classroom instructional practices. Every 6 weeks teachers meet with the IF and school psych to review intervention progress. 5th grade is piloting Eureka math while 3rd and 4th are using Wit and Wisdom for their ELA core instruction.

Limited Development
12/13/2016

Most tasks toward full implementation of this objective have been reached. Structures to ensure that student data is used to guide instruction make it possible to plan for the needs of students across all tiers. A uniform data collection process, classroom data notebooks, will facilitate conversations between classroom teachers and support staff. These are in the process of being completed. Additionally, ELEOT observations will be used to provide feedback to teachers about students' engagement in their lessons.

How it will look when fully met:

When this objective is fully met, classroom instruction will exemplify alignment to content standards with opportunities for students to work at differentiated levels of performance. Instructional delivery will be based on a balance of instruction and assessment and will include time for reflection on learning outcomes and data. Intervention and extension activities will be created based on student performance data collected during core instructional times. EC faculty may push in or co-teach to provide these interventions as the schedule allows. Accurate documentation of academic performance in response to evidence-based interventions will be evident in the form of up-to-date Personalized Education Plans (PEPs). PEPs will be the responsibility of the classroom teacher. Students who consistently exceed grade level expectations will be referred to the Academically-Intellectually Gifted Specialist. Classroom teachers will collaborate with all available support staff to consider the whole child and problem solve with these specialists when needs are evident. Students who move to Tier 3, or Intensive Interventions, will be referred to a School Review Team (SRT) for consideration of further resources available to meet the needs of the student.

Chad Smith

07/01/2024

Actions

12 of 13 (92%)

2/13/17 Schedule PLC days for data analysis after Benchmarking data becomes available.

Complete 03/01/2017

Tabitha Call

02/13/2017

Notes: All PLC days for data analysis have been scheduled for the 2016-17 school year.

10/11/17 Create and utilize workable, fluid classroom data notebooks during grade level, student concern, and school review team meetings.

Complete 06/11/2018

Academic Team

06/08/2018

Notes: 10/11/17: Create standard protocol for a data notebook
 12/6/17: Data notebooks are being compiled by grade level teachers and are being used fluidly. Is a work in progress.
 1/3/18: Will review data notebooks at January faculty meetings and grade level meetings. Academic team will discuss how to refine notebooks.

9/19/18	Develop an MTSS Instructional Leadership Team (ILT) to replace the Academic and Expectation Teams.	Complete 10/24/2018	Kim Case	10/26/2018
<i>Notes:</i> 9/19/18 A primary task of the ILT will be tasked with facilitating MTSS module training.				
5/8/19	Complete MTSS Modules 1.1 & 1.2 in NCEES training site.	Complete 06/10/2019	Chad Smith	06/10/2019
<i>Notes:</i>				
9/4/19	5th grade teachers will utilize Eureka Math for all students to promote increased growth and proficiency.	Complete 03/04/2020	Chad Smith	10/03/2019
<i>Notes:</i>				
1/10/20	3rd and 4th Grade classes will utilize selected reading materials that align with Wit and Wisdom to increase student academic growth.	Complete 01/06/2020	Zach Morrow	09/15/2020
<i>Notes:</i> Continue to add selections for various books that align with Wit and Wisdom.				
9/4/20	Kindergarten, 1st, 2nd, 3rd, and 4th grade teachers will utilize Eureka Math for all students to promote increased growth and proficiency.	Complete 06/01/2021	Chad Smith	06/01/2021
<i>Notes:</i>				
9/4/20	1 Set of Geodes for grades Kindergarten, 1st, and 2nd to increase reading skills	Complete 06/01/2021	Chad Smith	06/01/2021
<i>Notes:</i>				
12/2/20	All teachers will use Wit and Wisdom across all grade levels to provide knowledge based curriculum to support learners with disabilities by building background knowledge and scaffolding.	Complete 06/01/2021	Chad Smith	06/01/2021
<i>Notes:</i>				
10/12/20	Monthly MTSS meetings with grade levels to discuss student progress and growth.	Complete 06/01/2021	Chad Smith	06/10/2021
<i>Notes:</i>				
2/13/17	Create a school review team for Tier 3 referrals.	Complete 06/11/2022	Chad Smith	06/11/2022

Notes: Dates have been established to help certified staff better understand and document the MTSS review process.
The team is still in "beginning stages" but is continuing to be useful in discussions in regards to Tier 3 referrals.
The staff are still planning professional development in the coming weeks in regards to the process.

5/8/19 Continue ensuring that student data, Behavioral and Academic, is communicated between grade level teachers. Complete 06/10/2023 Chad Smith 06/10/2023

Notes: Teachers are filling out student inventories with academic and behavioral data to help with classroom rosters for the 22/23 school year.

2/13/17 Continue "Status of Students" meetings to identify at-risk students in all areas. Chad Smith 07/01/2024

Notes: An at risk team composed of an administrator, nurse, counselor, and social worker meet weekly to discuss any student who is struggling academically, with attendance, or with social/emotional issues. We case manage each student and develop individualized plans for these students.

A4.05

ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Most teachers are teaching positive social skills and holding students accountable for their decisions.

Limited Development
09/07/2023

How it will look when fully met:

When this indicator is fully implemented, all teachers will use Educator's Handbook to report both major and minor infractions. Teachers will use a daily check-in and use MooZoom to teach SEL. Teachers will also use the Classroom Bee System to create a community and reward positive behavior.

Christina Byerly

07/01/2024

Actions

0 of 2 (0%)

9/7/23 All teachers use the Educator's Handbook to enter both major and minor incidents. Christina Byerly 07/01/2024

Notes:

9/7/23 Homeroom teachers and encore will use the Classroom Bee System to create community and reward positive behavior. Christina Byerly 07/01/2024

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>22-23: Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social-emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker</p> <p>21-22: All students and staff are continuing to use Zones of Regulation as the SEL component. A chart is in every room, and check ins are happening every morning with students to see what color they are starting their day on. Depending on the color, would determine what tool they might use to get to the optimal green zone.</p> <p>20-21: All students and staff are trained on Zones of Regulation. A color chart is visible in each classroom, and teachers help students understand what color they are each day. A tool kit is also provided for each classroom with strategies to help students maintain a color that is optimal for learning.</p> <p>As a school, we will have a Zones of Regulation Day where all staff and students are encouraged to wear their "color" for their status that day.</p>	<p>Limited Development 12/13/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p>Emotional development is critical to social relationships and learning and is a predictor of later academic and social success in school. Teachers can help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions. Students will be able to identify when they are not in an emotional place to learn, and know what tool and tricks work to help them calm to a place of successful engagement in the classroom.</p> <p>All teachers will be comfortable with the Zones of Regulation and how to guide students to access and implement their tool kits.</p>	<p>Objective Met 09/07/23</p>	<p>Christina Byerly</p>	<p>07/01/2023</p>
<p>Actions</p>				
	<p>10/5/20 Posters up in every classroom.</p>	<p>Complete 10/05/2020</p>	<p>Jessica Overmyer</p>	<p>11/01/2020</p>

		<i>Notes:</i>			
	9/14/22	The counselor will visit classrooms and discuss her services and work with students on SEL curriculum. Teachers will be given the referral process to refer students to the counselor.	Complete 06/02/2023	Chad Smith	06/02/2023
		<i>Notes:</i>			
	10/19/22	All teachers will do an SEL check-in daily with students. Teachers will report any concerns to support staff to meet the needs of those students.	Complete 06/02/2023	Christina Byerly	06/02/2023
		<i>Notes:</i>			
	10/19/22	The MTSS Leadership Team will meet twice a month to discuss students that have social-emotional needs. Together the MTSS Leadership Team will explore a variety of resources to connect students and families with to meet the social-emotional needs of the students.	Complete 06/02/2023	Chad Smith	06/02/2023
		<i>Notes:</i>			
Implementation:			09/07/2023		
	Evidence	9/7/2023 - See notes from MTSS meetings			
	Experience	9/7/2023 At this time all teachers are doing an SEL checkin daily. Also the MTSS team meets monthly to review behavioral and academic data to meet the social-emotional needs of all students.			
	Sustainability	9/7/2023 - Continue to hold monthly MTSS meetings			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Communication is the biggest hindrance to the goal of consistent transitions from grade to grade. Structures are in place to ensure that all student needs are considered as they progress from grade to grade. At the beginning of the school year, teachers complete a "Student Classification" document to determine all the services a student is receiving or specific needs that they may have. A bi-weekly grade level meeting, named Status of Students (SOS), has been established for the purpose of doing a quick review of the academic, behavioral, social/emotional and medical needs of the whole child. A "thumbs up-thumbs down" process is used to indicate concerns. Follow-up meetings with the appropriate support staff are held with the classroom teacher if a thumbs down is indicated. If data indicates that the student may need the highest levels of support, a referral to the School Review Team (SRT) is made. SRT members are: Instructional Facilitator; CFST members; School Psychologist; Administration; Other Support Staff as needed. Possible actions by the School Review Team may include:</p> <ul style="list-style-type: none"> • Implementation of an FBA/BIP; • Specific testing by the appropriate support staff; • Scheduling of a meeting with parent or outside agency. <p>Transitioning students from Pre-K to Kindergarten is the most challenging area to ensure that transitions are smooth. In the school year, a number of EC Kindergarteners were placed in classrooms based on Service Delivery times. A number of these students have struggled in the regular classroom and have needed additional EC supports. Developing an understanding of the differences between the Pre-K environment and a regular classroom setting is needed between levels to make these transitions more consistent. Although this is accomplished in the current policy, protocols for the transition between Pre-K and Kinder should be revisited at the District and school levels.</p>	<p>Limited Development 10/29/2017</p>		
<p>How it will look when fully met:</p>				
<p>Actions</p>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our district has a Support and Improvement team made up of board members and staff from the education center.	Full Implementation 09/22/2022		
	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has a School Improvement Leadership Team that consists of the principal, assistant principal, student support specialist, grade level representatives, an encore representative, a representative from the EC department, and a parent. The team meets bi-monthly to review and implement effective school improvement practices. We have an agenda for each meeting and minutes are taken and shared with the staff.	Full Implementation 09/22/2022		

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Distributed leadership and collaboration				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school has a team structure that consists of grade level teams, encore teams, student support teams, and an EC team. Each team has specific planning times to meet daily. We also have established an MTSS team to analyze data and plan for intervention needs.	Full Implementation 09/22/2022		

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

22-23: 21-22: Administration will continue to provide post-observation feedback within a week of observations so teachers can receive timely feedback. The administration will create a checklist to ensure that every classroom is visited each week for at least 15 minutes by an administrator. The administration is present each day at the car rider line and the bus drop-off.

21-22: Administration will continue to provide post- observation feedback within a week of observations so teachers can receive timely feedback. Administration will create a check list to ensure that every classroom is visited each week for at least 15 minutes by an administrator. Administration is present each day at the car rider line, and the bus drop off.

20-21: Administration will provide post-observation feedback within a week of the observation so teachers can receive timely feedback. Administration is present to staff and students at the beginning of each morning, and the end of each day.

Curriculum and classroom instruction is monitored and feedback provided through regular classroom walk-throughs, discussions with Academic Team members and information sharing during grade level and faculty meetings. This objective will be fully met when the ELEOT tool is consistently used by school administration.

3/4/2020--Informal walk throughs, data review sessions and use of NCEES

Limited Development
12/13/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>22-23: Administration will use a brief self-assessment tool with teachers to gauge where they are with the non-negotiables. The administration will make frequent walks throughout the day to visit each classroom at least bi-weekly.</p> <p>20-21: Administration will use a brief self-assessment tool with teachers to gauge where they are with the non-negotiables. The administration will make frequent walks throughout the day to visit each classroom at least bi-weekly.</p> <p>When this objective is fully met, ELEOT observations will be conducted for all teachers on a bi-weekly basis. To meet this objective, administration must complete the updated ELEOT training and conduct observations on the bi-weekly schedule.</p> <p>3/4/2020--After developing instructional non-negotiables, a walk through form will be created and used to evaluate teachers.</p>		Objective Met 09/07/23	Chad Smith	07/02/2023
Actions					
	10/5/20	Administration will be present each morning and afternoon around the school for students and staff	Complete 06/01/2021	Chad Smith	06/14/2021
	<i>Notes:</i>				
	10/5/20	Administration will make bi-weekly classroom visits to walkthrough the building.	Complete 06/01/2023	Chad Smith	06/01/2023
	<i>Notes:</i>				
Implementation:			09/07/2023		
Evidence	9/7/2023 - Observation notes				
Experience	9/7/2023 - Administration is making weekly classroom visits to monitor instruction. We have also hired a Student Support Specialist to collaborate with teachers to ensure the curriculum is being taught				
Sustainability	9/7/2023 - Continue to make visits to classroom.				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our principal and assistant principal review school performance data, classroom observation data, and surveys from teachers to make decisions about school improvement and offer professional development to meet the needs of staff. We also meet with the School Improvement Team and the MTSS team to review data and inform decisions regarding school improvement and professional development needs. Teachers also create professional development plans that are reviewed with the administrators and these are monitored and reviewed to check goals and create action steps for meeting their goals.	Full Implementation 09/22/2022		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our district human resources department has established procedures for recruiting and hiring staff. All positions that need to be filled are posted by our human resources department. HR visits college campuses to recruit staff that is highly qualified. Candidates are interviewed by the school administration and then are vetted by HR. All staff is evaluated using the North Carolina Effectiveness System on an observation cycle prescribed by the state. After the observations administrators provide clear constructive feedback. Teachers are asked to self-evaluate and create personal goals that are reviewed by the administrators.	Full Implementation 09/22/2022		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have several educational programs that teachers are asking us to purchase. We want to make sure that teachers are using these programs with fidelity. With our Title I funds, we have hired a Student Support Specialist to help teachers with teaching the standards and ensuring the curriculum is being followed.	Limited Development 10/05/2023		
<i>How it will look when fully met:</i>		When fully implemented, staff will use the programs purchased with Title I funds with fidelity. Mr. Smith will monitor use to ensure we are spending Title I Funds on resources that are needed. The Student Support Specialist will coach teachers on curriculum and standards to ensure they are being used with fidelity.		Chad Smith	07/01/2024
Actions			0 of 2 (0%)		
	10/5/23	Staff will complete a survey on the effectiveness of the Student Support Specialist		Chad Smith	06/01/2024
<i>Notes:</i>					
	10/5/23	Monitor the use of educational programs purchased with Title 1 funds quarterly.		Chad Smith	07/01/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		22-23: Currently we are in the process of transferring parent communication from Class Dojo to Talking Points. We also hold Title I math and reading nights to discuss the importance of teaching the curriculum in the home.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Teachers will use Talking Points to communicate with parents at least once a week to inform them of what students are learning in class and the importance of reinforcing the curriculum at home. We will hold Title I reading and math nights to provide curriculum resources to parents.		Chad Smith	07/01/2024
Actions			2 of 3 (67%)		
	9/14/22	Hold Title 1 Reading and Math Nights to distribute curriculum that can be reinforced at home.	Complete 05/01/2023	Chad Smith	05/01/2023
<i>Notes:</i>					
	9/14/22	Teachers will use Talking Points weekly to communicate with parents about what their student is learning in class.	Complete 03/29/2023	Christina Byerly	07/01/2023
<i>Notes:</i>					
	9/7/23	Communicate with parents through Talking Points about learning going on in the classroom and how they can support their children through learning at home.		Chad Smith	07/01/2024
<i>Notes:</i>					